

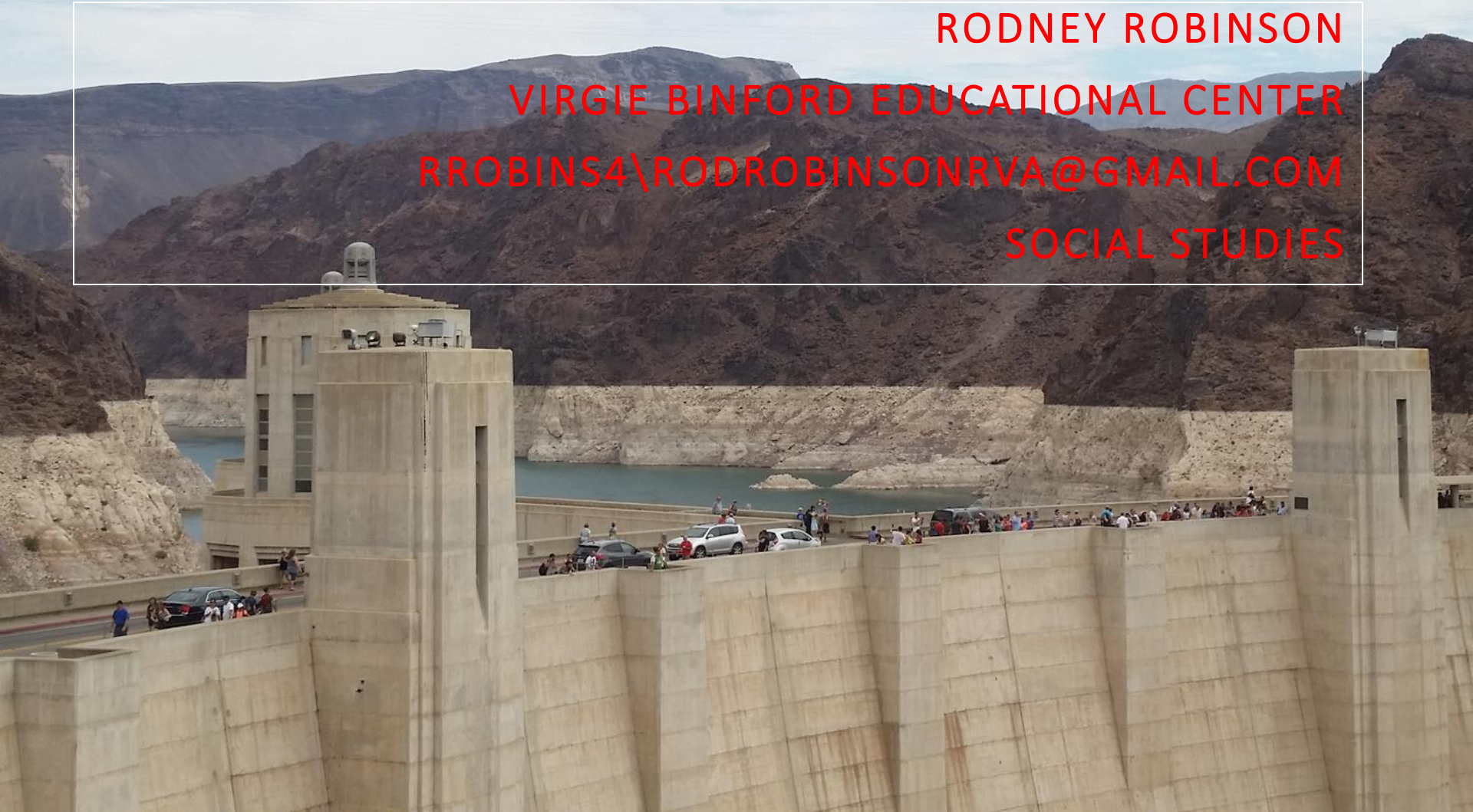
# Strategies that Stick

RODNEY ROBINSON

VIRGIE BINFORD EDUCATIONAL CENTER

RROBINS4\RODROBINSONRVA@GMAIL.COM

SOCIAL STUDIES



# Introductions

---

- ❖ Find someone in the room you have not met before
- ❖ Shake their hand and give them your name
- ❖ Decide who will be person A and who will be person B
- ❖ Person A raise your hand
- ❖ Tell them about a teacher you had who made a real difference in your life and the qualities that made them special

# Introductions

---

- ❖ Person B raise your hand
- ❖ Tell them about a teacher you had who made a real difference in your life and the qualities that made them special
- ❖ Person A Follow up with a question about your partner you would like to know
- ❖ Person B Follow up with a question about your partner you would like to know

# Today's Purpose

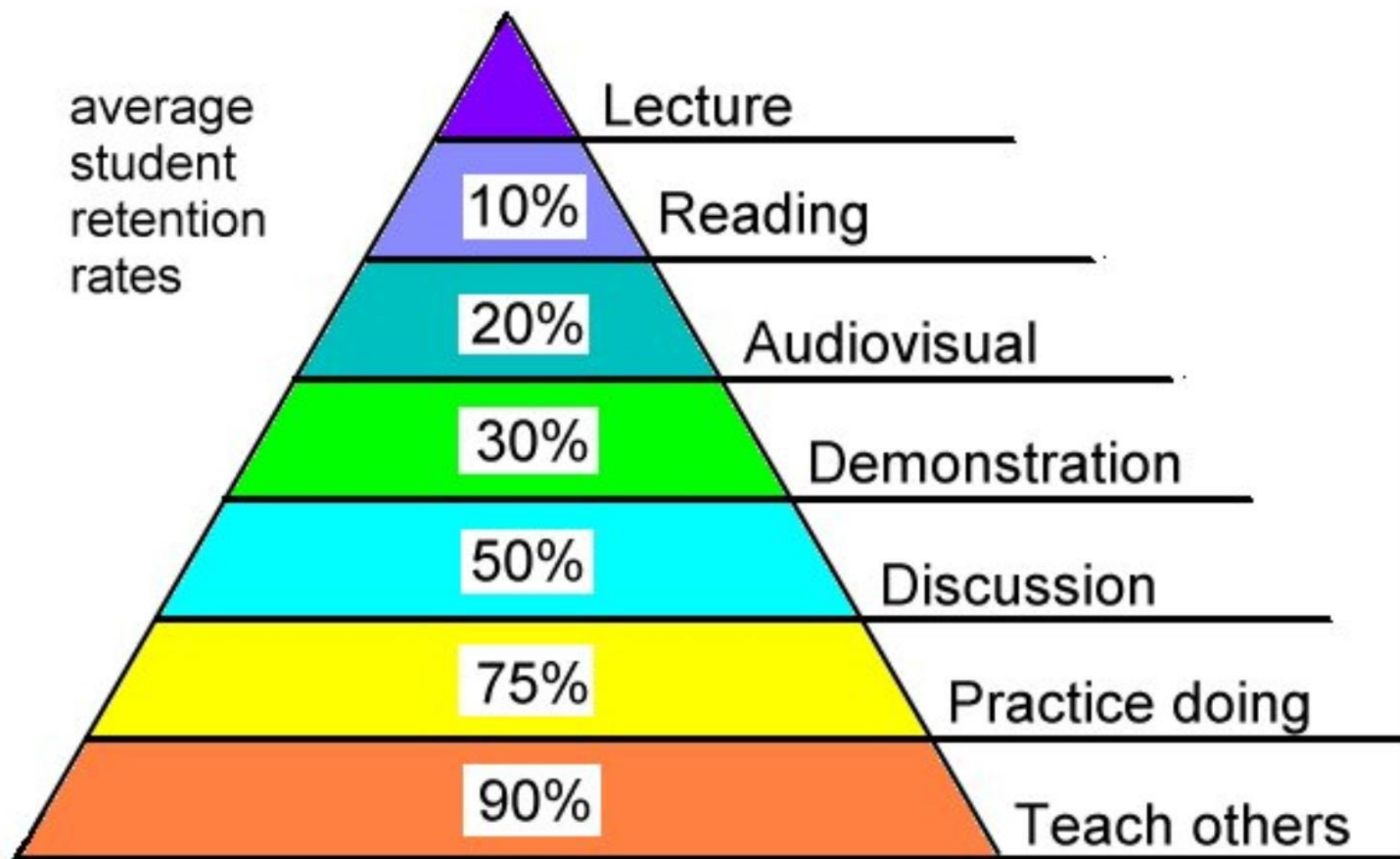
---

To explain and model teaching strategies that have been **statistically** proven to improve student performance

# How Do Students Learn?

---

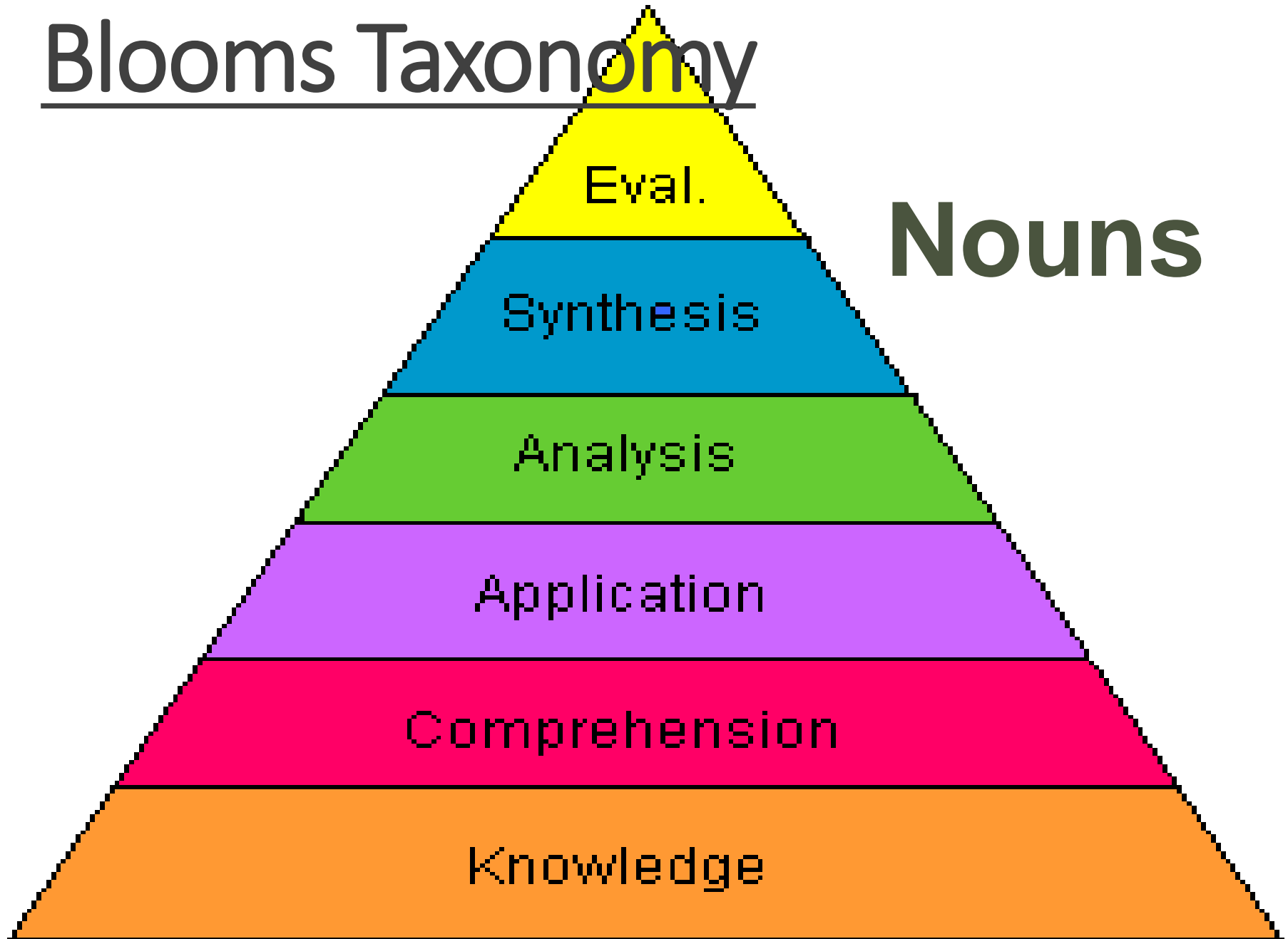
# Learning Pyramid



Source: National Training Laboratories, Bethel, Maine

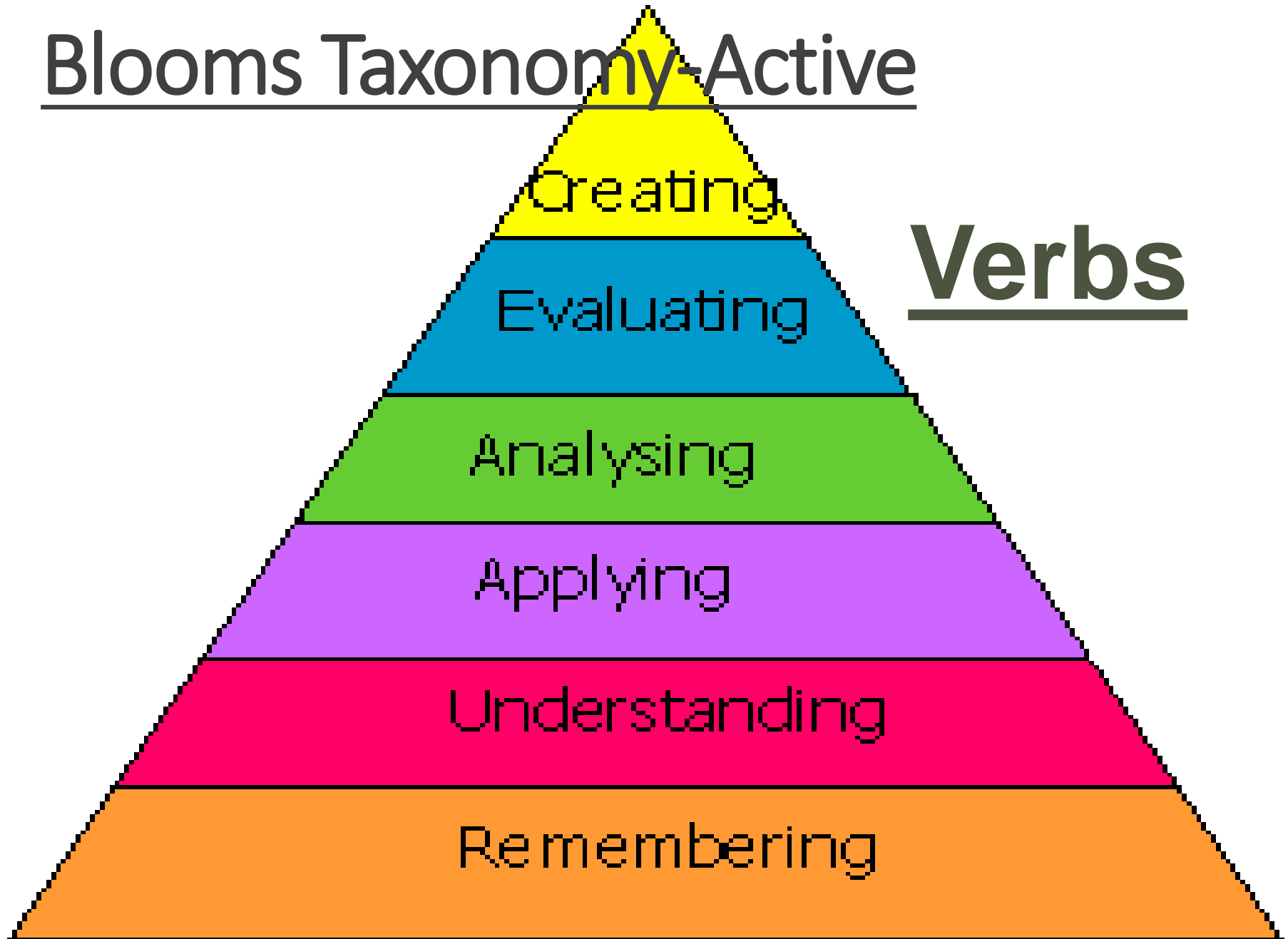
Active Learning  
requires a change in  
the way the teacher  
uses Bloom's  
Taxonomy

# Blooms Taxonomy





# Blooms Taxonomy-Active



# Pause for reflection

- ❖ What is your best lesson of the year?
- ❖ Write Down the core activity/concept of that lesson on a yellow sticky sheet
- ❖ Discuss the lesson with a partner
- ❖ Place the sticky pad on the board in the corner

# What makes learning stick?

---

- ❖ Learning that involves students directly and actively in the learning process itself.
- ❖ This means that instead of simply receiving information verbally and visually, students are receiving **and** participating **and** doing.
- ❖ In an active learning environment, teachers facilitate rather than dictate the students' learning.

# What makes learning stick?

---

- ❖ Students are given the opportunity to take a more interactive relationship with the subject matter of a course
- ❖ Students are encouraged to generate rather than simply to receive knowledge.
- ❖ All learning experiences must be relatable and familiar to what the student already knows to promote higher retention

**AFTER TWO WEEKS WE  
TEND  
TO REMEMBER ...**

10% of what we read

READING

20% of what we hear

HEARING WORDS

30% of what we see

LOOKING AT PICTURES

**PASSIVE**

WATCHING A MOVIE/VIDEOTAPE

LOOKING AT AN EXHIBIT

50% of what we see and  
hear

WATCHING A DEMONSTRATION

SEEING IT DONE ON LOCATION

70% of what we  
say

PARTICIPATING IN A DISCUSSION

GIVING A TALK

90% of  
what we  
say and  
do

DOING A DRAMATIC PRESENTATION

SIMULATING THE REAL EXPERIENCE

DOING THE REAL THING

**ACTIVE**

Adapted from: Edgar Dale *Audio-Visual Methods in Teaching*, Holt, Rinehart and Winston.

# Paired Learning

“TO PRACTICE CRITICAL THINKING, STUDENTS NEED TO PARTICIPATE IN THE DISCOURSE OF THE DISCIPLINE—TO THINK, SPEAK, AND BE LISTENED TO AS THEY PARTICIPATE IN THE DISCIPLINE’S PARTICULAR MODE OF INQUIRY. STUDENTS WILL NOT GET ENOUGH PRACTICE JUST BY TALKING TO THE INSTRUCTOR. STUDENTS

Take 2 minutes to discuss the following statement with your neighbor

❖ Do you agree or disagree with this statement?

❖ How can you use this in your classroom?

❖ Write in on a yellow sticky pad and place on board in the corner

“Talk, whether internalized self-talk, overt conversation, or writing, is one of our principal mechanisms for organizing our thoughts, making sense of new ideas, and pushing our thinking in new directions. At the same time, our ability to think grows and expands through our exposure to other people’s thinking, ideas, and knowledge, which become available to us through their talk and writings.”

- Ritchart (2002)



# Paired Learning Strategies

---

- ❖ Think-Pair Share
- ❖ Paired Verbal Fluency
- ❖ Cooperative Grouping
- ❖ Debates
- ❖ Dramatic Interpretations

# Project CRISS Frameworks

## FRAMEWORK FOR LEARNING

Allows learners to deeply understand what they read, view, hear, and do by...

1. **Preparing** for learning
2. **Engaging/transforming** for understanding
3. **Reflecting** to develop life-long learning skills

# Project CRISS Frameworks

## FRAMEWORK FOR LEARNING

Allows learners to deeply understand what they read, view, hear, and do by...

1. **Preparing** for learning

# Word Splash

Story 1 – English Teachers

Story 2 – History Teachers

1. CONNECT THE WORDS ON THE SHEET OF PAPER TO MAKE A STORY.
2. SHARE YOUR STORY WITH A PARTNER NEAR YOUR SEAT.
3. READ THE STORY AND COMPARE YOUR STORY WITH THE REAL STORY

# Cue Cards

---

1. Everyone stand up
2. Read the statement on your cue card
3. Find someone in the class and explain your cards and tell them what you think the story is about
4. Let them explain their cue cards to you and what they think the story is about
5. Switch Cards
6. Switch Partners
7. Repeat steps 2-6

# Project CRISS Frameworks

## FRAMEWORK FOR LEARNING

Allows learners to deeply understand what they read, view, hear, and do by...

1. Engaging/transforming for understanding

# Image Analysis (P.A.P.S.)

---

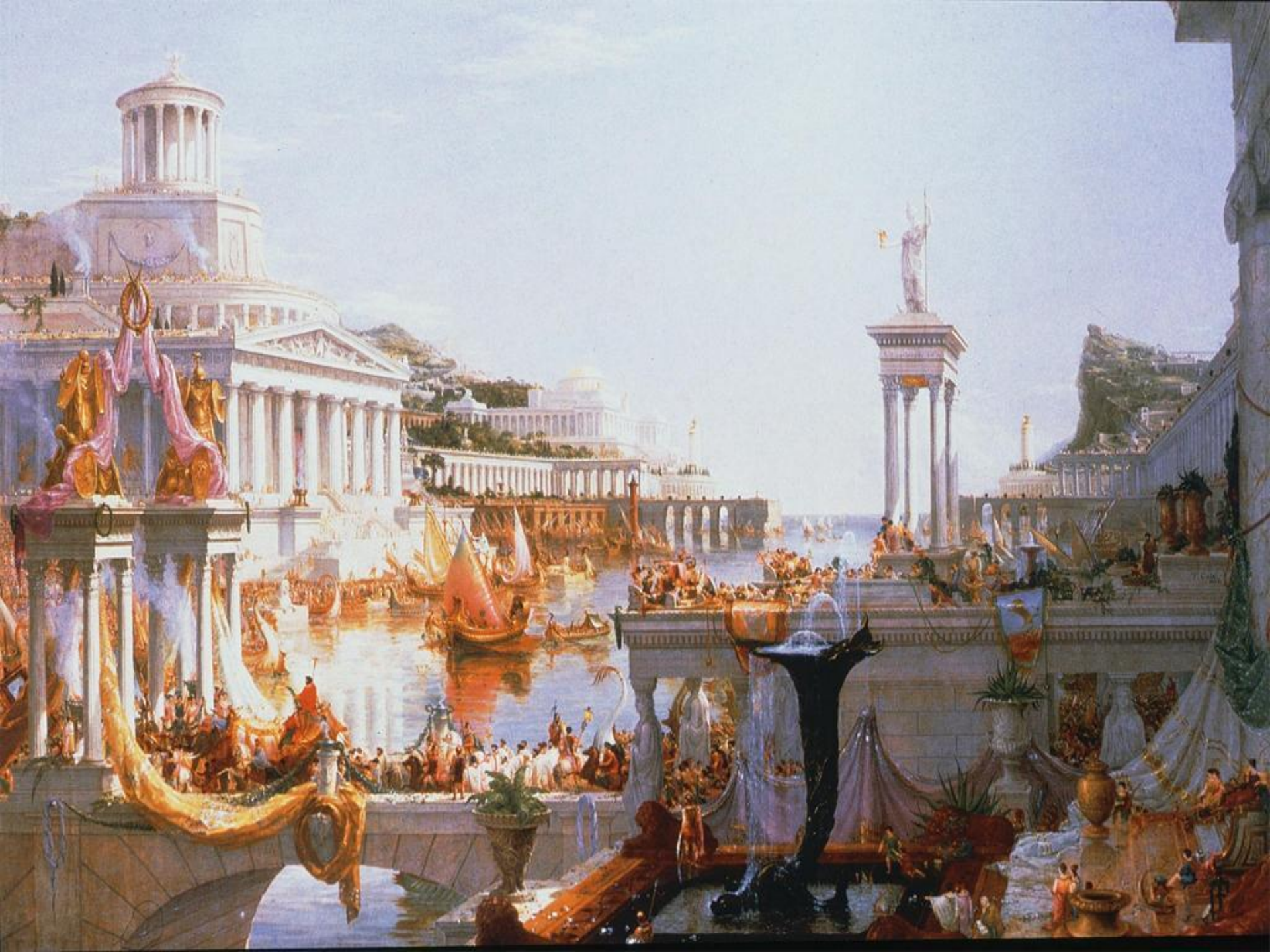
- ❖ Analyze the pics below using the graphic organizer
- ❖ Form a group with the people who have the same pictures in your picture set
- ❖ Create a short story using your pictures from your image analyzation

















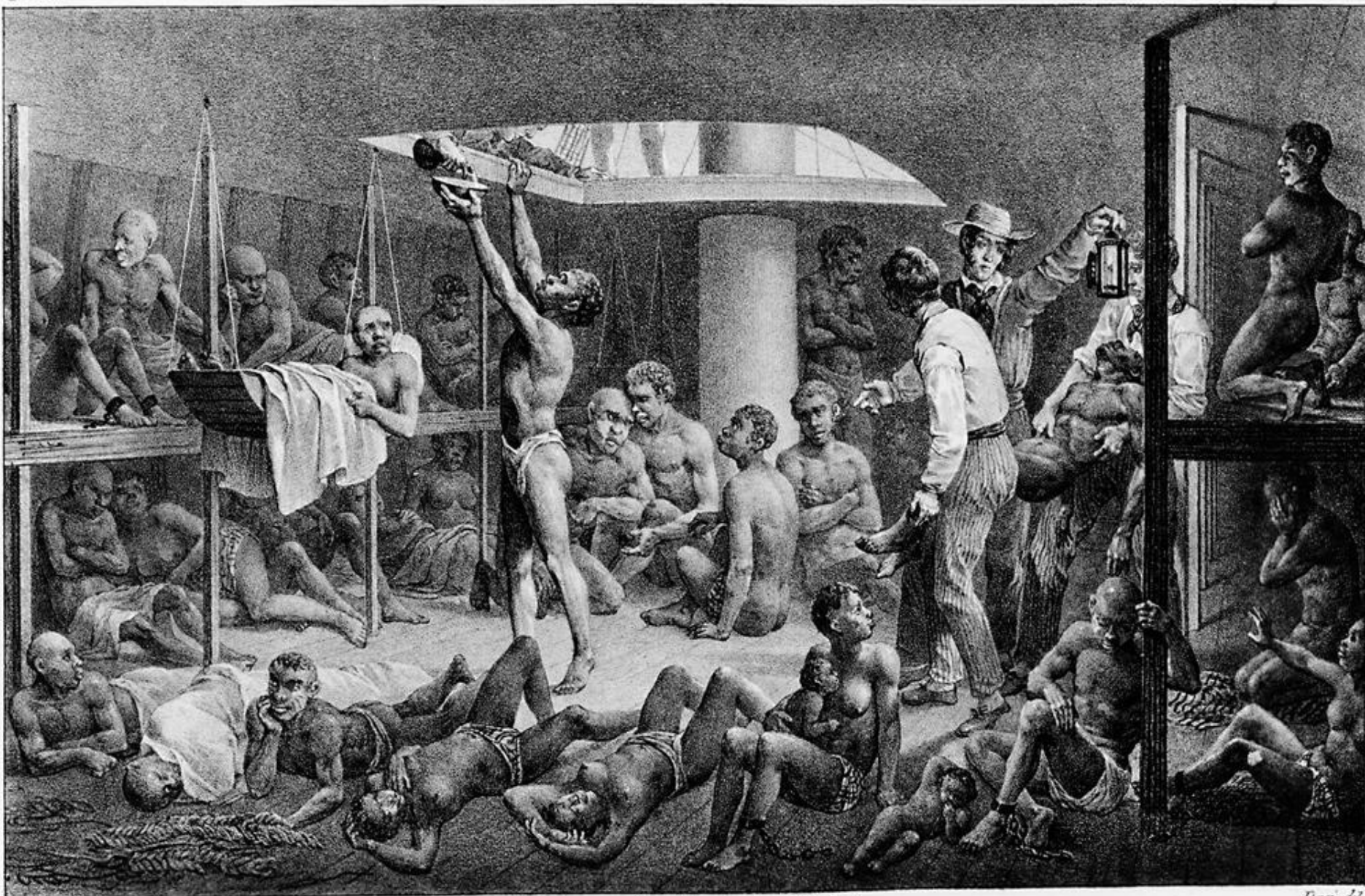












*Dess. d'après nat. par Eugénie*

*E.A.*

*Lith. de Engelmann, rue de Flandre, Montmartre N° 6, à Paris.*

*Dess. del.*

NÈGRES A FOND DE CALLE.

# Project CRISS Frameworks

## FRAMEWORK FOR LEARNING

Allows learners to deeply understand what they read, view, hear, and do by...

- **Reflecting** to develop life-long learning skills
- This is measured using formative assessments





# LEFT VS. RIGHT BRAIN



If you've ever wondered why you act the way you do, the answer may lie in which side of your brain you tend to use more. Although they're generalizations, popular theories suggest that right-brain people have different skills and preferences than those who are left-brain people. How do these differences impact you? Find out:

## OVERVIEW

As similar as the brain's hemispheres look, they actually manage very different functions, which are attributed to different characteristics and abilities such as:

### LEFT SIDE

Often goal-orientated and well organized, left brainers are critical thinkers and rarely absent minded.



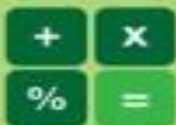
Planner

Things are done in a planned orderly way, like a to-do list.



Rational

Feelings do not get in the way when making decisions.



Logical

Skilled at math or science and sequencing ideas.

Reads sitting up

Reads lying down

### RIGHT SIDE

Slightly disorganized, unpredictable and emotional, right brainers are often good with people and philosophical.



Impulsive

Things are done spontaneously; keeping track of time is not as important.



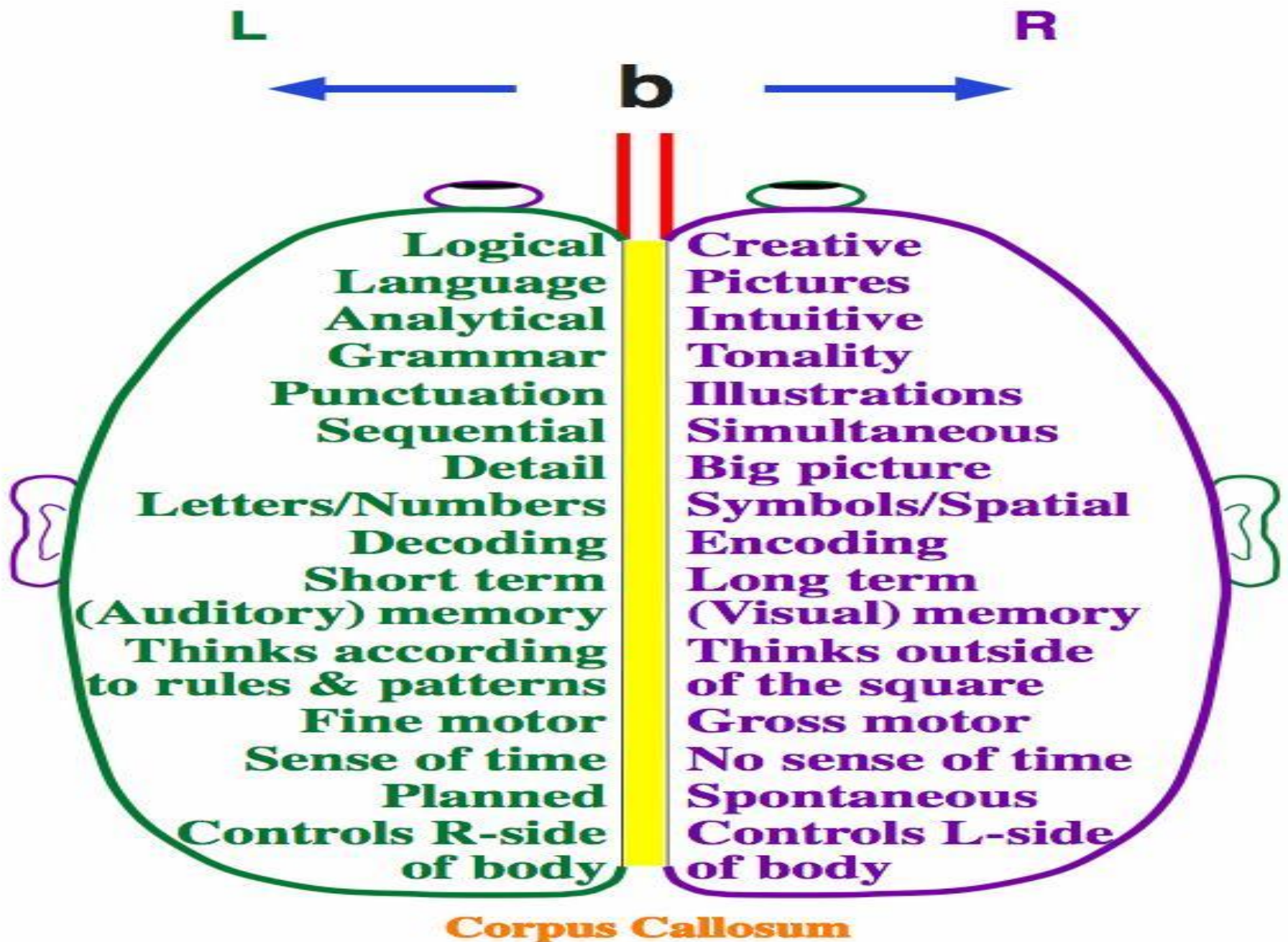
Emotional

Tends to ponder and act on feelings.



Creative and artistic

Skilled at sports, writing fiction,



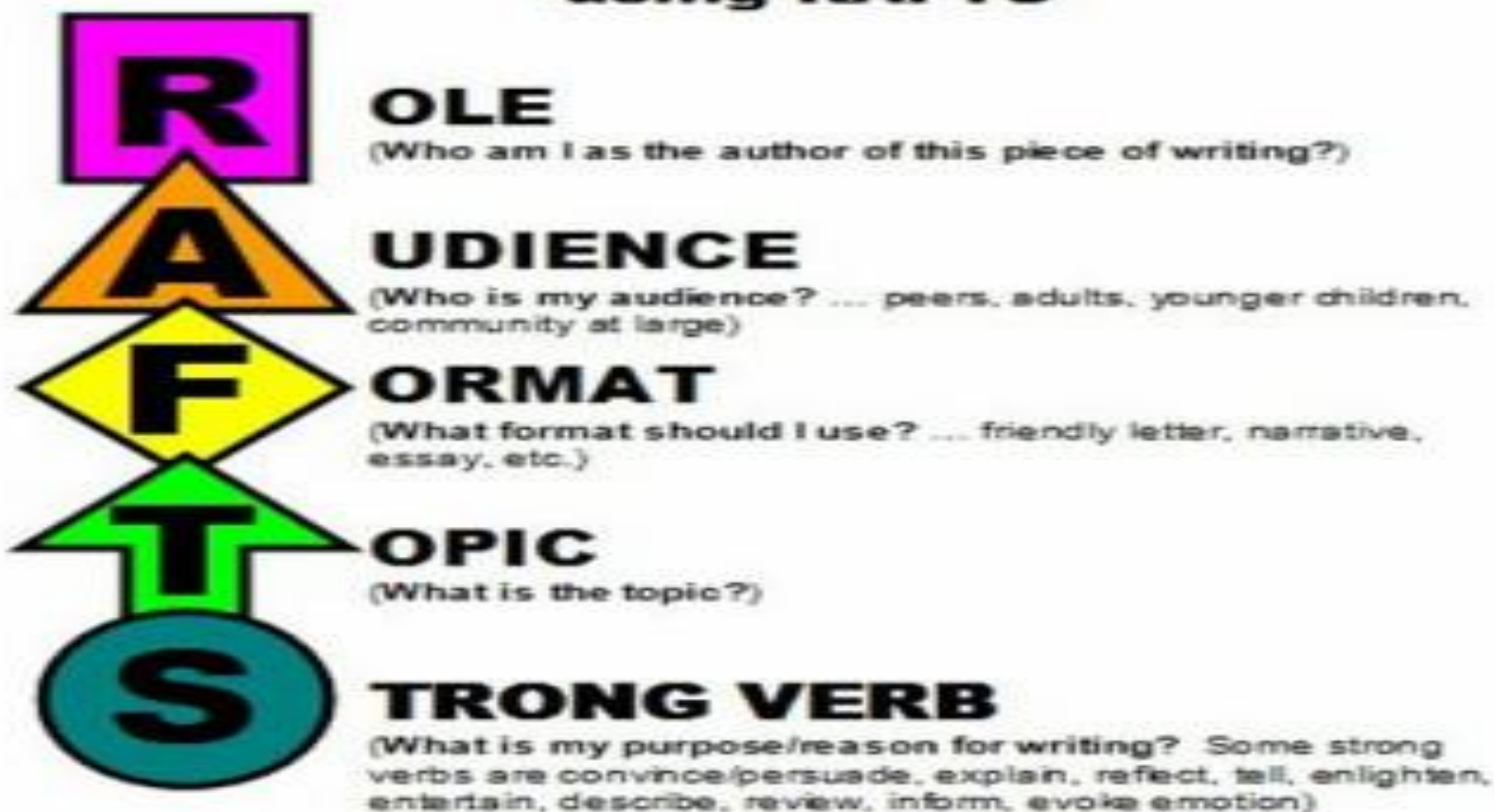
Are you left  
brained or right  
brained?

---





**Before brainstorming and planning your writing, analyze the assignment using RAFTS**



Role	Audience	Format	Topic
Sacco and Vanzetti	American Congress	Letter (3 paragraph)	Why we should be free?
Flapper	American Housewives	Magazine Cover	What is my swag?
Prohibition Gangster	Gangster Friends	Diary Entry (3 paragraph, must use 1920's slang)	What does my life consist of on a daily basis?
Magazine Editor	American Consumers	Magazine Cover	What new technology can I buy on credit?
Muckraker	American Citizens	Song/Poem/Letter	What is the value of a black life?
President Woodrow Wilson	American Congress	Speech	Why the US should join the Allied Powers in WWI?

## Possible Formats to use with RAFTs that address a variety of learning styles.



<b><i>Written</i></b>	<b><i>Visual</i></b>	<b><i>Oral</i></b>	<b><i>Kinesthetic</i></b>
<ul style="list-style-type: none"> <li>•diary entry</li> <li>•bulleted list</li> <li>•obituary</li> <li>•invitation</li> <li>•product guide</li> <li>•game rules</li> <li>•recipe</li> <li>•movie critic</li> <li>•FreqAskQues</li> <li>•editorial</li> <li>•character monologue</li> <li>•job application</li> <li>•gossip column</li> <li>•mag. article</li> </ul>	<ul style="list-style-type: none"> <li>•cartoon/comic</li> <li>•crossword puzzle</li> <li>•map</li> <li>•scale plan or drawing</li> <li>•graphic org.</li> <li>•concept web</li> <li>•illustration</li> <li>•print ad</li> <li>•photograph</li> <li>•powerpoint</li> <li>•‘how to’ diagram</li> <li>•fashion design</li> </ul>	<ul style="list-style-type: none"> <li>•song</li> <li>•set of discussion ?s</li> <li>•conversation</li> <li>•monologue</li> <li>•sermon</li> <li>•radiocast</li> <li>•museum guide</li> <li>•commercial</li> <li>•reader’s theater</li> <li>•interview</li> <li>•tasting</li> <li>•political speech</li> <li>•puppet show</li> <li>•storytell</li> </ul>	<ul style="list-style-type: none"> <li>•model</li> <li>•cheer</li> <li>•mime</li> <li>•reenactment</li> <li>•wax museum</li> <li>•demonstration</li> <li>•sales pitch with demo elements</li> <li>•physical analogies</li> <li>•taste tests</li> <li>•‘how to’ video</li> <li>•game</li> <li>•sew, cook, build</li> <li>•design a ....</li> </ul>

# Lesson Examples

---

USING 3 DIFFERENT STRATEGIES TO CREATE A  
FULL LESSON

# Project CRISS Frameworks

## FRAMEWORK FOR LEARNING

Allows learners to deeply understand what they read, view, hear, and do by...

1. **Preparing** for learning
2. **Engaging/transforming** for understanding
3. **Reflecting** to develop life-long learning skills



# Preparing for Learning

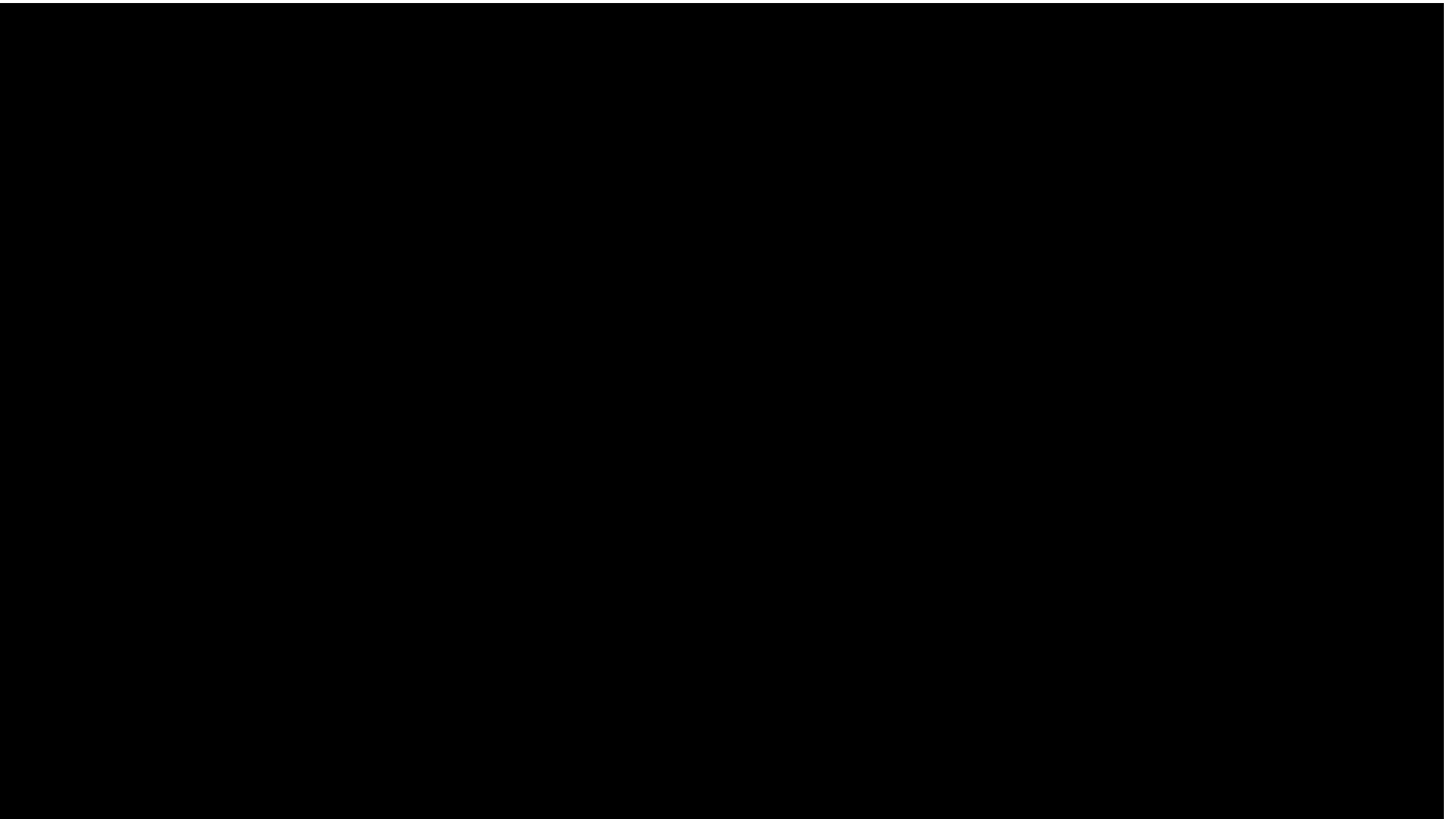
# Brainstorming

---

Get with a partner and discuss a time when you spoke up against an injustice. Answer the following questions.

1. When did you speak up and was it the appropriate time to speak up?
2. When is an inappropriate time to speak up against injustice?

James Earl Jones reads “What is  
the 4<sup>th</sup> of July to the Negro?”



# Analyze the speech using the S.O.A.P.S. graphic organizer

---

- ❖ Subject
- ❖ Occasion
- ❖ Audience
- ❖ Purpose
- ❖ Source

❖ Partner with a teacher who teaches the same subject as you.

❖ Create a RAFT you can use in your classroom

[illegible]

## Have We Really Changed?

Have we really changed? Now that we're free and up from slavery, have we really changed? To change ourselves means to change our actions. By changing our actions we change our lives. That being said, what has changed since slavery? What is about us that has changed during slavery?

Is it how we think? Are we thinking about stealing from each other to save ourselves? Or are we thinking about helping one another so that we can survive as brothers and sisters. Are we thinking about working for others, or are we thinking about working for ourselves. Are we going to own our own businesses? Or are we going to let someone's business own us? You say, how can a business own you? The same way the cotton industry owns the bloody hands of slaves.

As free black people, are our actions different from that of slaves? Are we trying to go bet to our master for something to eat? Or are we growing the food ourselves? Are we trying to be the little man all our lives, or are we trying to be the best that we can be? Are we trying to drop out of school and remain uneducated like our ancestors? Or, are we going to school every day trying to get our education? Are we going to go for what's truly ours, or are we going to depend on someone else to do that which we do ourselves?

Are we going to be scared all our lives and run away from the problems we face? Or are we going to be brave and face the challenges before us like the great people we are? Based on my life, I have seen more people do more of the negative than the positive. So now that we are free from slavery, what is it that makes free people different from a slave? Is it the fact that we think we no longer have to work? Do we think that we can do whatever we want? If that's the case, then we're no better than slaves. We're actually worse. So, have we really changed since slavery? If the answer is yes, then what have you changed?

By David Crutchfield